

AMENDED IN ASSEMBLY MARCH 17, 2010

CALIFORNIA LEGISLATURE—2009—10 REGULAR SESSION

ASSEMBLY BILL

No. 1673

Introduced by Assembly Member Mendoza
(Coauthors: Assembly Members Jones and Torlakson)
(Coauthor: Senator Correa)

January 20, 2010

An act to add Section 52526 to the Education Code, relating to adult education.

LEGISLATIVE COUNSEL'S DIGEST

AB 1673, as amended, Mendoza. Adult education.

Existing law authorizes the governing board of any school district maintaining secondary schools to establish and maintain classes for adults, provided these classes meet specified requirements.

This bill, subject to an appropriation in the annual Budget Act or another statute for these purposes, would require the Legislative Analyst's Office, by January 1, 2012, to report to the Legislature on various issues concerning adult education program funding, as specified.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

- 1 SECTION 1. The Legislature finds and declares all of the
- 2 following:
- 3 (a) Adult education programs, offered by school districts,
- 4 provide valuable educational services to a broad cross section of
- 5 our population and prepare both adults and high school pupils for

1 the workforce. These adult education programs are vital for the
2 educational and workforce development of Californians for all of
3 the following reasons:

4 (1) Expansion of adult basic skills: Adult schools are currently
5 serving 306,000 adults in adult basic skills and adult secondary
6 education courses. The State Department of Education estimates
7 that only 8 percent of the needed courses in basic skills are
8 currently being met by adult schools and the community colleges.

9 (2) Gaining a high school diploma: There are 5.3 million adults
10 in California who do not have a high school diploma and 3 million
11 who speak with limited English fluency. Additionally, almost
12 one-third of all pupils fail to graduate from public high schools
13 within four years and more operate at low levels of basic literacy
14 that leave them unprepared for postsecondary education or
15 participation in the workforce.

16 (3) Overcoming poverty: Many unemployed and underemployed
17 adults who are affected by poverty are unable to provide the support
18 needed to ensure that their children are ready for school. These
19 children can impose heavy costs on taxpayers by requiring social
20 services, in-home support, incarceration, or institutionalization.
21 Therefore, sustaining and further developing a strong workforce
22 preparation system should be a top priority for California.

23 (4) Education for immigrants: Immigrants are 35 percent of
24 California's workforce, compared to 14 percent nationally.
25 Foreign-born residents are four times less likely to have a high
26 school diploma than native-born residents. Because this group
27 constitutes approximately one-third of California residents over
28 25 years of age — 8.3 million of 23 million — foreign-born
29 residents' educational levels have a significant impact on
30 California's educational profile, presenting challenges for the
31 future of the economy.

32 (5) Basic skills development for parents and caregivers: Adults
33 must gain foundational skills not only in order to be productive in
34 the workforce, but also to play key roles in their homes and
35 communities. Parents and community members, including those
36 not currently in the workforce, play an essential role in educating
37 and motivating schoolage children.

38 (6) Postsecondary education and training: The Public Policy
39 Institute of California projects that California will fail to produce
40 enough college graduates and people with some level of

postsecondary training needed to meet growing workforce training demands. Seventy-five percent of career occupations will require at least some college education, but only 61 percent of the population is projected to have this level of education.

(7) Training for replacing retired workers: As the highly educated baby boom generation retires in the period between 2011 to 2029, inclusive, it will be replaced in the workforce by individuals who are currently 18 to 44 years old, inclusive. Of the 5.3 million adults who lack a high school diploma, 2.9 million, or 53 percent, are 18 to 44 years of age, inclusive. This is the critical population that will replace the baby boom population in the workforce over the next 20 years. In addition, there are nearly 3.8 million Californians between 18 to 44 years of age, inclusive, whose highest level of education is a high school diploma or equivalent.

(8) Career technical education: The need for career technical education (CTE) services is crucial if California is to maintain a strong economy. In 2008, 178,000 adults participated in CTE through adult education programs. Of these, over 72,000 adult students were economically disadvantaged, and over 14,000 were limited English proficient. Adult education plays a key role in local workforce development. As recipients of federal Workforce Investment Act of 1998 funds and Perkins loan funds, adult education is deemed a mandated partner in the Workforce Investment Act of 1998 one-stop delivery system. Because adult education CTE programs range from entry-level employment training opportunities to more advanced technological or medical career technical training programs, it is important for these programs to be maintained.

(b) Given the state's budget crisis and the ability of school districts to use categorical program funds in a flexible manner, the Legislature is interested in better understanding how adult education programs have been funded in the prior two fiscal years, and to better understand how reductions in existing adult education programs have affected adult education students. *This data is critical to inform policy decisions when the categorical flexibility statutes sunset at the end of the 2012–13 fiscal year.*

SEC. 2. Section 52526 is added to the Education Code, to read:

52526. Subject to an appropriation for these purposes in the annual Budget Act or another statute, the Legislative Analyst's

1 Office shall provide a report to the Legislature by January 1, 2012,
2 ~~on all of the following for the 2008–2010 fiscal years, inclusive:~~
3 ~~for the 2008–09, 2009–10, and 2010–11 fiscal years, inclusive,~~
4 ~~and where available, projected school district budget actions for~~
5 ~~the 2011–12 fiscal year, on all of the following:~~

6 (a) The aggregate amounts and percentage of categorical funds
7 from adult education that have been diverted for purposes other
8 than adult education, and the total amount of categorical funds
9 diverted from adult education for the purposes of supporting the
10 school district's general fund.

11 (b) Which, if any, adult education course offerings have been
12 reduced or eliminated due to diversion of adult education funds.

13 (c) The number of adult students, by district, and a demographic
14 breakdown of these students, that were unable to enroll in adult
15 education courses due to a reduction of program offerings or
16 increased fees, or both.

17 (d) *The number of adult education programs that have been*
18 *discontinued in the 2009–10 or 2010–11 fiscal year, or are*
19 *projected to be discontinued in the 2011–12 fiscal year due to*
20 *adult education program funds being transferred.*

21 ~~(d) The manner in which~~

22 (e) *In the case of an adult education program that has been*
23 *discontinued, the location of any federal Perkins loan funds and*
24 *Workforce Investment Act of 1998 funds that are being used by*
25 *school districts.*

26 ~~(e)~~

27 (f) Whether school districts are charging fees for courses to
28 replace funds that have been diverted from adult education, and
29 which courses are now fee-based.

30 ~~(f) The impact of adult education cuts on community college~~
31 ~~noncredit programs and private technical schools.~~

32 (g) *A comparison of the ratio of programmatic increases in*
33 *community college credit programs to community college noncredit*
34 *programs.*

35 (h) *A comparison of the ratio of programmatic decreases in*
36 *community college credit programs to community college noncredit*
37 *programs.*

38 (i) *Growth in private technical schools, by geographic region,*
39 *and a measurement, if applicable, of the equivalent reduction in*
40 *adult education career technical programs.*

- 1 ~~(g)~~
- 2 *(j)* The impact on local employers resulting from fewer adult
- 3 education students receiving training from career programs in adult
- 4 schools due to program cuts, if applicable.

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